



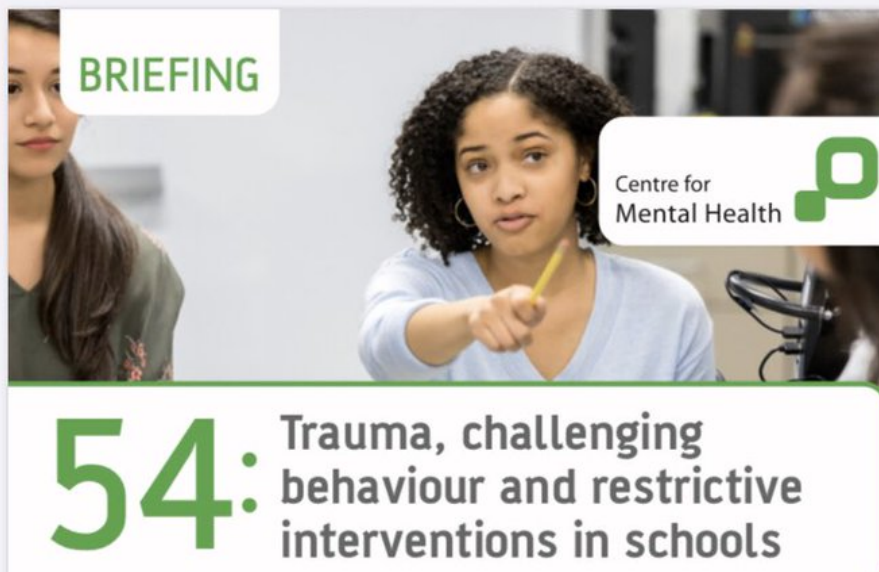
Discussion in January 2020



#SENexchange
@SENexchange



On Wednesday we will be discussing the findings and content of [@CentreforMH](#) - Briefing on Trauma, challenging behaviour and restrictive practice in schools. [#SENexchange](#)
centreformentalhealth.org.uk/sites/default/...



♥ 23 7:39 AM - Jan 11, 2020



[See #SENexchange's other Tweets](#)





#SENexchange
@SENexchange



For tonight's chat. We are basing the questions on the [@centreforMH](#) report into trauma, challenging behaviour and restrictive interventions in schools. Available here. centreformentalhealth.org.uk/sites/default/...

Remember to add [#SENExchange](#) to your tweets at 8pm tonight

♡ 12 6:46 AM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



#SENexchange
@SENexchange



Welcome to tonight's chat. We are basing the questions on the [@centreforMH](#) report into trauma, challenging behaviour and restrictive interventions in schools. Available here. centreformentalhealth.org.uk/sites/default/...

Remember to add [#SENExchange](#) to your tweets

♡ 2 7:59 PM - Jan 15, 2020



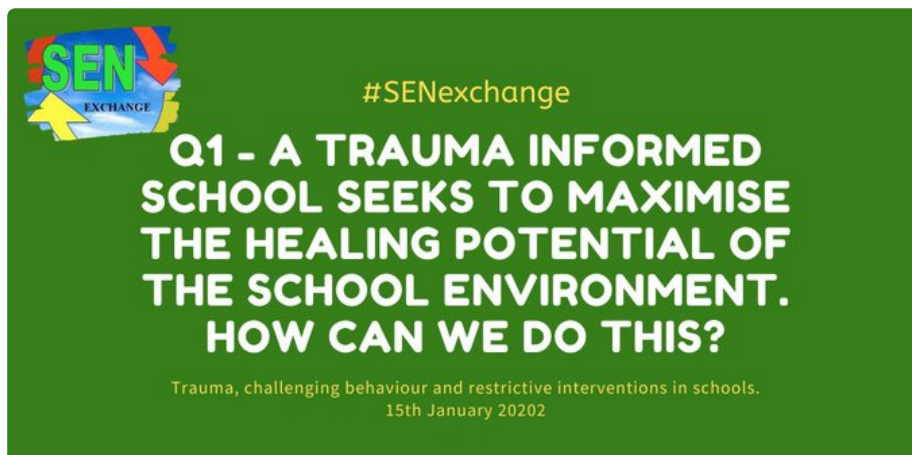
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#SENexchange
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Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



♡ 10 8:00 PM - Jan 15, 2020



[18 people are talking about this](#)





Joe W
@jw_teach



A1 Schools can become healing environments by ensuring the interactions are positive, supportive and non-judgemental. Staff training and support is required for all. [#SENexchange](#)

♡ 9 8:01 PM - Jan 15, 2020



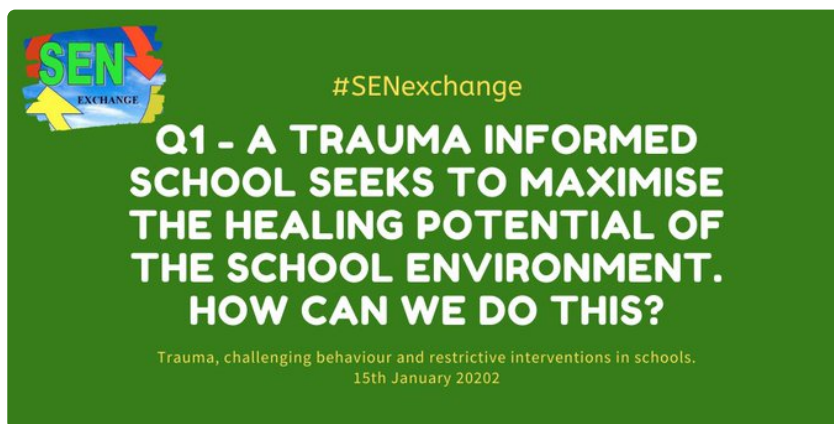
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#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



Ms Barnsley
@devschsenco

Emotion coaching, trusted adult training, low arousal approach, Restorative practice, [#SENexchange](#)

♡ 4 8:01 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)

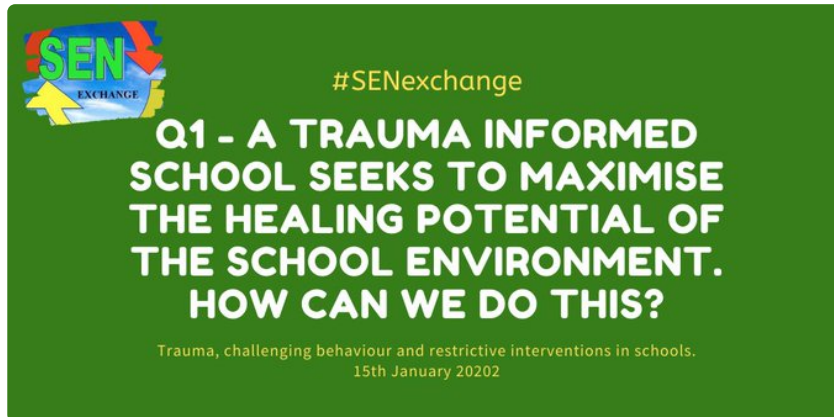




#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



Harry Empsall
@hazzdingo

I'd say by offering as much support as possible both external and internal, staff members can have particular skill sets that are useful [#SENexchange](#)

♡ 5 8:02 PM - Jan 15, 2020



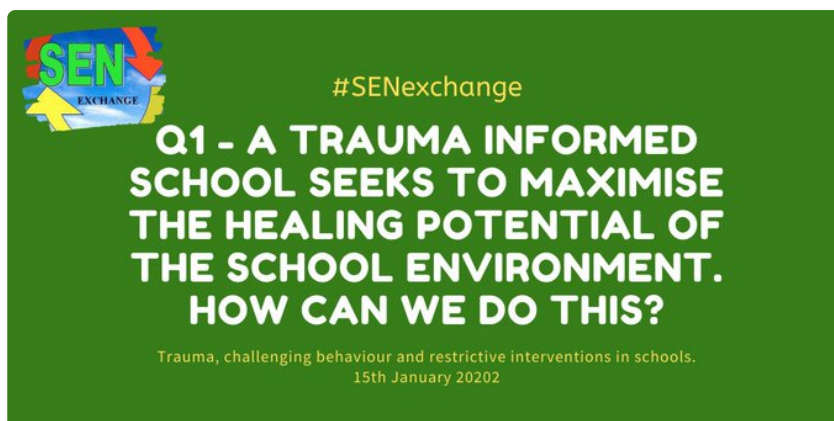
[See Harry Empsall's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



MissSTaylor
@MissSTaylor2

I think recognising the demand placed on a student by tasks which may otherwise be considered simple is a start. Accepting a child's limitations are more important than pushing your own teaching agenda. [#SENexchange](#)

♡ 10 8:02 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)





Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange

Emotion coaching, trusted adult training, low arousal approach, Restorative practice, #SENexchange



#SENexchange

@SENexchange

Great I was just reading a study on emotion coaching.
futureacademy.org.uk/files/menu_ite... #SENexchange

♡ 1 8:02 PM - Jan 15, 2020



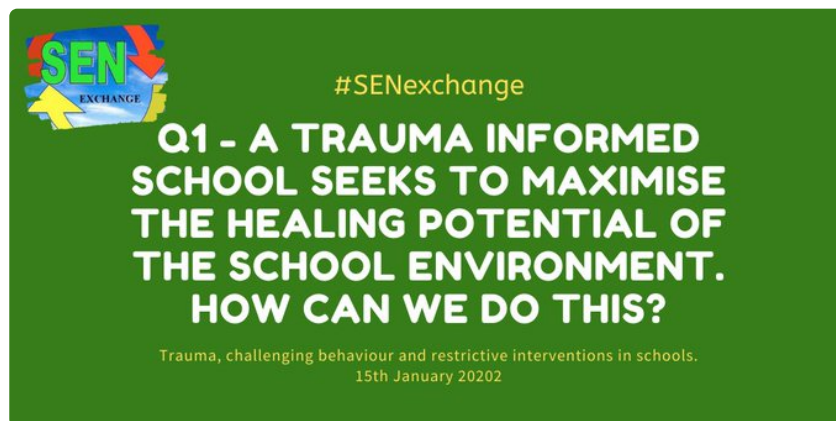
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#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? #SENexchange



Susan Griffiths

@SusanGriffiths5

By reflecting on our own behaviours and recognising sometimes we may be triggering the child's behaviour
#SENexchange

♡ 10 8:02 PM - Jan 15, 2020



[See Susan Griffiths's other Tweets](#)



Joe W

@jw_teach



At all times when supporting children, whether trauma or SEND, schools need to ensure them look at skill development and empowerment not control and coercion. #SENexchange

♡ 31 8:03 PM - Jan 15, 2020



[See Joe W's other Tweets](#)





Harry Empsall @hazzdingo · Jan 15, 2020



Replying to @SENexchange

I'd say by offering as much support as possible both external and internal, staff members can have particular skill sets that are useful [#SENexchange](#)



#SENexchange

@SENexchange

Identifying and celebrating the skills that exist in your community. [#SENexchange](#)

♡ 8:03 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Replying to @devschsenco

Great I was just reading a study on emotion coaching.
futureacademy.org.uk/files/menu_ite... [#SENExchange](#)



Ms Barnsley

@devschsenco

It's part of our whole school policy, everyone is trained and we revisit regularly [#SENexchange](#)

♡ 1 8:03 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)



MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

I think recognising the demand placed on a student by tasks which may otherwise be considered simple is a start. Accepting a child's limitations are more important than pushing your own teaching agenda. [#SENexchange](#)



#SENexchange

@SENexchange

Yes and that those demands may be more of a challenge on some days. [#SENexchange](#)

♡ 2 8:04 PM - Jan 15, 2020



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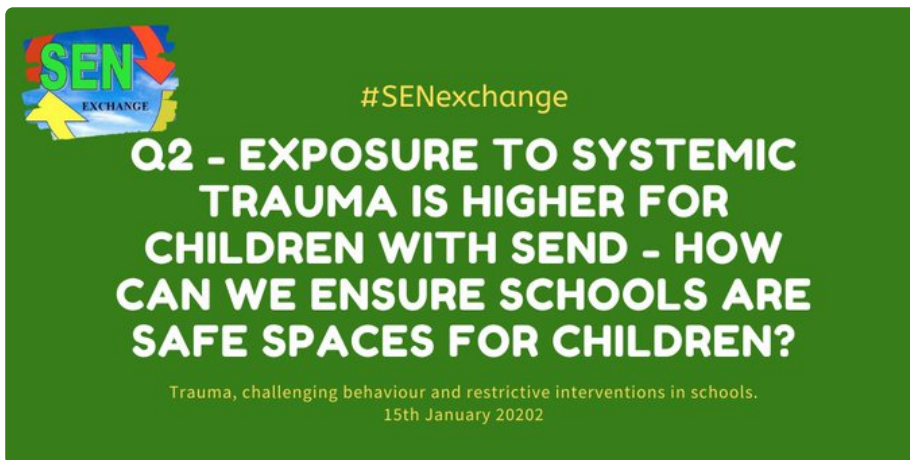


#SENexchange
@SENexchange



Q2 - Exposure to Systemic trauma (bullying, institutional harm etc) Is higher for children with SEND - How can we ensure schools are safe spaces for children?

[#SENexchange](#)



♡ 3 8:05 PM - Jan 15, 2020



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Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange

It's part of our whole school policy, everyone is trained and we revisit regularly [#SENexchange](#)



#SENexchange
@SENexchange

That sounds good, definitely something I will be looking into more. [#SENexchange](#)

♡ 1 8:05 PM - Jan 15, 2020



 [See #SENexchange's other Tweets](#)





Joe W @jw_teach · Jan 15, 2020



At all times when supporting children, whether trauma or SEND, schools need to ensure them look at skill development and empowerment not control and coercion. #SENexchange



St Martins & St Andrew's Teaching Schools
@SMSAteaching

A supportive, positive, healing, aspirational culture and environment can have such a positive impact on students and families #SENexchange

♡ 4 8:05 PM - Jan 15, 2020



See St Martins & St Andrew's Teaching Schools's other Tweets



Joe W
@jw_teach



A2 This graphic from @UBuffalo outlines how organisations and systems can lead to retraumatisation through their policies and culture.













Labelling, lack of advocacy, being told to rather than with...#SENexchange



Retraumatization



WHAT HURTS?

SYSTEM (POLICIES, PROCEDURES, "THE WAY THINGS ARE DONE")	RELATIONSHIP (POWER, CONTROL, SUBVERSIVENESS)
 HAVING TO CONTINUALLY RETELL THEIR STORY	 NOT BEING SEEN / HEARD
 BEING TREATED AS A NUMBER	 VIOLATING TRUST
 PROCEDURES THAT REQUIRE DISROBING	 FAILURE TO ENSURE EMOTIONAL SAFETY
 BEING SEEN AS THEIR LABEL (I.E. ADDICT, SCHIZOPHRENIC)	 NON-COLLABORATIVE
 NO CHOICE IN SERVICE OR TREATMENT	 DOES THINGS FOR RATHER THAN WITH
 NO OPPORTUNITY TO GIVE FEEDBACK ABOUT THEIR EXPERIENCE WITH THE SERVICE DELIVERY	 USE OF PUNITIVE TREATMENT, COERCIVE PRACTICES AND OPPRESSIVE LANGUAGE

♡ 8 8:06 PM - Jan 15, 2020



See Joe W's other Tweets

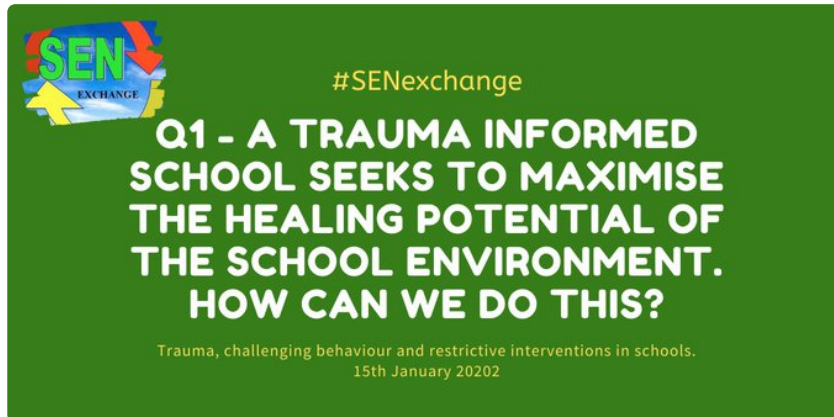




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Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



Susan Griffiths

@SusanGriffiths5

Building relationships where the child feels they can trust you and feel safe with you [#SENexchange](#)

♡ 7 8:06 PM - Jan 15, 2020



[See Susan Griffiths's other Tweets](#)



Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SENexchange

By reflecting on our own behaviours and recognising sometimes we may be triggering the child's behaviour [#SENexchange](#)



#SENexchange

@SENexchange

This is such an important first step when trying to change mindsets around behaviour. [#SENexchange](#)

♡ 1 8:06 PM - Jan 15, 2020



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Joe W

@jw_teach



A2 - Environments for children should be Safe. Schools need to strive to reduce restrictive practices of all types including limited choices of activities, food, access to resources. [#SENexchange](#)

♡ 3 8:07 PM - Jan 15, 2020



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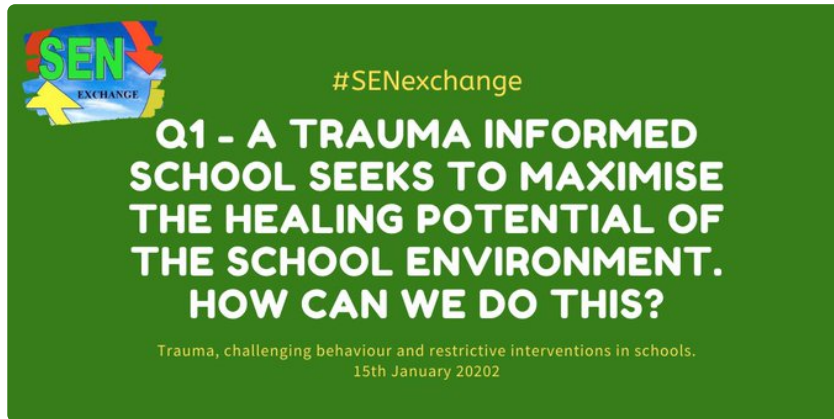




#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



Ed Psych Insight

@EPInsight

By ensuring that our interactions with children who have experienced trauma are characterised by Dan Hughes' caregiving & relational formula of PACE - Playfulness, Acceptance, Curiosity & Empathy. Key adults can provide these therapeutic exchanges throughout the day [#SENexchange](#)

♡ 5 8:07 PM - Jan 15, 2020



[See Ed Psych Insight's other Tweets](#)



St Martins & St Andrew's Teaching ... · Jan 15, 2020

Replying to @jw_teach

A supportive, positive, healing, aspirational culture and environment can have such a positive impact on students and families [#SENexchange](#)



#SENexchange

@SENexchange

yes I totally agree. LETs work together to make things better - cheesy but the way it HAS to be. [#SENexchange](#)

♡ 1 8:07 PM - Jan 15, 2020



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#SENexchange @SENexchange · Jan 15, 2020



Q2 - Exposure to Systemic trauma (bullying, institutional harm etc) Is higher for children with SEND - How can we ensure schools are safe spaces for children?

[#SENexchange](#)



Ms Barnsley

@devschsenco

Again, whole school awareness, low arousal approaches that respond to need in the moment, deescalate and reduce stress and anxiety, personalised approaches, taking sensory aspects into account [#SENexchange](#)

♡ 5 8:07 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)



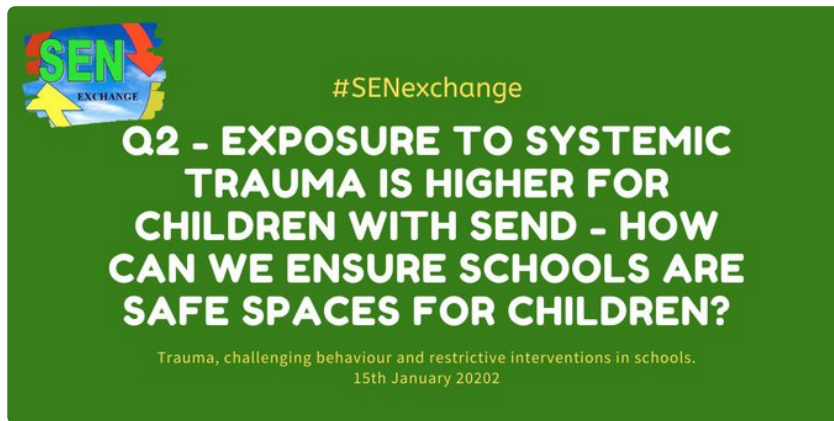


#SENexchange @SENexchange · Jan 15, 2020



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[#SENexchange](#)



MissSTaylor

@MissSTaylor2

By acknowledging our own mistakes; sometimes something so simple can cause trauma, if we're not reflecting on our practice, we cannot be trying to ensure this doesn't happen again. [#SENexchange](#)

♡ 10 8:07 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SENexchange

Building relationships where the child feels they can trust you and feel safe with you [#SENexchange](#)



#SENexchange

@SENexchange

Trust will appear more than once in this chat! how do you go about building trust? [#SENexchange](#)

♡ 8:07 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





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[#SENexchange](#)



#SENexchange

@SENexchange

Is it important that there are a range of key adults in school or is one passionate "champion" enough?

[#SENexchange](#)

♡ 8:08 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



MissSTaylor

@MissSTaylor2



Absolutely instrumental; these children or young adults will have to work hard to trust you, make sure you work just as hard trying to earn it. [#SENexchange](#)
[twitter.com/SusanGriffiths...](https://twitter.com/SusanGriffiths5)

Susan Griffiths @SusanGriffiths5

Replying to @SENexchange

Building relationships where the child feels they can trust you and feel safe with you [#SENexchange](#)

♡ 3 8:09 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange

Again, whole school awareness, low arousal approaches that respond to need in the moment, deescalate and reduce stress and anxiety, personalised approaches, taking sensory aspects into account [#SENexchange](#)



#SENexchange

@SENexchange

I find it really useful working with our OT team when talking about "behaviours" [#SENexchange](#)

♡ 3 8:09 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





#SENexchange @SENexchange · Jan 15, 2020



Replying to @SMSAteaching @jw_teach

yes I totally agree. LETs work together to make things better - cheesy but the way it HAS to be. [#SENexchange](#)



St Martins & St Andrew's Teaching Schools

@SMSAteaching

absolutely....we need to ensure the good news stories and great practice are shared far and wide and have a greater influence on practice and policy [#SENexchange](#)

♡ 2 8:09 PM - Jan 15, 2020



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#SENexchange @SENexchange · Jan 15, 2020



Replying to @SusanGriffiths5

Trust will appear more than once in this chat! how do you go about building trust? [#SENexchange](#)



Ms Barnsley

@devschsenco

Consistency, calmness, children need to feel they are liked, listened to and valued [#SENexchange](#)

♡ 2 8:09 PM - Jan 15, 2020



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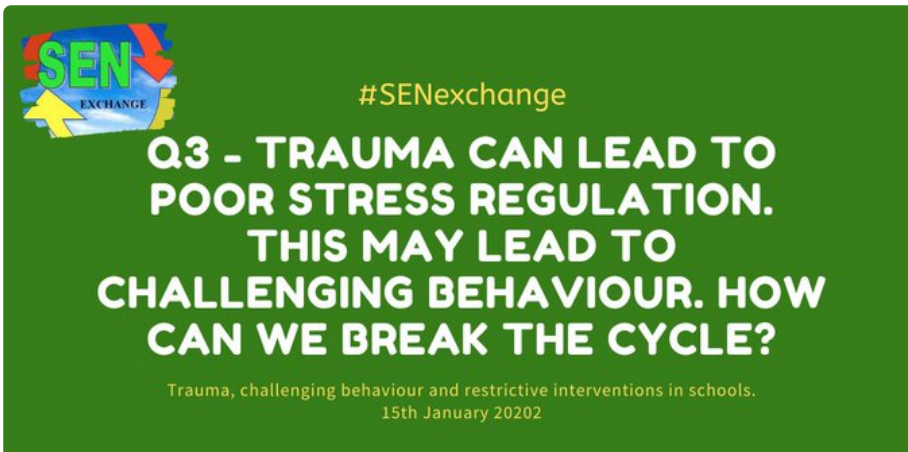


#SENexchange

@SENexchange



Q3 - Trauma can lead to poor stress regulation. This may lead to challenging behaviour. How can we break the cycle? [#SENexchange](#)



♡ 6 8:10 PM - Jan 15, 2020



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MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

By acknowledging our own mistakes; sometimes something so simple can cause trauma, if we're not reflecting on our practice, we cannot be trying to ensure this doesn't happen again. [#SENexchange](#)



#SENexchange

@SENexchange

It takes a strong person to reflect like this. How can we encourage it in our schools? [#SENexchange](#)

♡ 1 8:10 PM - Jan 15, 2020



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MissSTaylor @MissSTaylor2 · Jan 15, 2020



Absolutely instrumental; these children or young adults will have to work hard to trust you, make sure you work just as hard trying to earn it. [#SENexchange](#)
twitter.com/SusanGriffiths5

Susan Griffiths @SusanGriffiths5

Replying to @SENexchange

Building relationships where the child feels they can trust you and feel safe with you [#SENexchange](#)



#SENexchange

@SENexchange

How do we start to build trust with children who may have had negative experience of schools in the past? [#SENexchange](#)

♡ 8:10 PM - Jan 15, 2020



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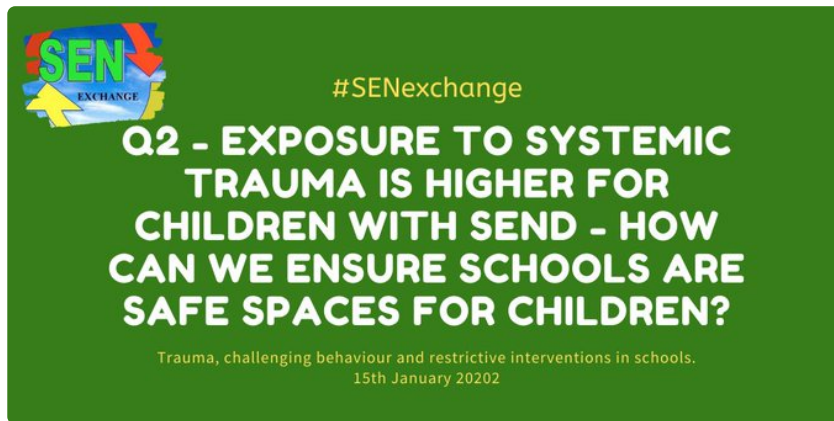


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Q2 - Exposure to Systemic trauma (bullying, institutional harm etc) Is higher for children with SEND - How can we ensure schools are safe spaces for children?

[#SENexchange](#)



Ed Psych Insight

@EPIinsight

To make schools safe places for children with compromised stress-response systems, we need to adopt a low arousal approach. We need to establish predictable routines, provide a sensory diet & reduce demands when necessary in order to prevent emotional dysregulation [#SENexchange](#)

♡ 10 8:10 PM - Jan 15, 2020



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Joe W

@jw_teach



A3 Breaking the cycle of trauma -> stress->behaviour->restriction Takes a team passionate about change. Need to work with parents, carers, & child to identify how to make the child feel safe before working on emotional skills.

Starts with Relationships [#SENexchange](#)

♡ 3 8:11 PM - Jan 15, 2020



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Replying to @EPInsight

Is it important that there are a range of key adults in school or is one passionate "champion" enough?

[#SENexchange](#)



Ms Barnsley

@devschsenco

Everyone should be trusted adults. Pastoral/emotional support cannot be down to 1-2 people alone- needs to be whole school ethos and approach [#SENexchange](#)

♡ 3 8:11 PM - Jan 15, 2020



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Replying to @SENexchange @jw_teach

absolutely....we need to ensure the good news stories and great practice are shared far and wide and have a greater influence on practice and policy [#SENexchange](#)



#SENexchange

@SENexchange

yes we have a few projects in the pipeline to support this both with yourself hopefully and the [@wecanaccess](#) project [#SENexchange](#)

♡ 1 8:11 PM - Jan 15, 2020



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MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

By acknowledging our own mistakes; sometimes something so simple can cause trauma, if we're not reflecting on our practice, we cannot be trying to ensure this doesn't happen again. [#SENexchange](#)



St Martins & St Andrew's Teaching Schools

@SMSAteaching

so powerful if people at all levels of a school community put their hands up and can say I got it wrong / its ok to make mistakes.....if leaders do this well it can create a great culture [#SENexchange](#)

♡ 4 8:12 PM - Jan 15, 2020



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Joe W
@jw_teach



Totally agree, value, ownership and the development of self-advocacy skills are essential to any curriculum.

[#SENexchange](#) twitter.com/devschsenco/st...

Ms Barnsley @devschsenco
Replying to @SENexchange @SusanGriffiths5

Consistency, calmness, children need to feel they are liked, listened to and valued [#SENexchange](#)

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#SENexchange @SENexchange · Jan 15, 2020



Replying to @SusanGriffiths5

Trust will appear more than once in this chat! how do you go about building trust? [#SENexchange](#)



Susan Griffiths
@SusanGriffiths5

Listen to them, look beyond the behaviour they are displaying and validate their feelings, show empathy to them, stay calm, etc. Lots of different ways on how to do this, just don't focus on the behaviour, focus on the child [#SENexchange](#)

♡ 3 8:12 PM - Jan 15, 2020



[See Susan Griffiths's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Replying to @EPIinsight

Is it important that there are a range of key adults in school or is one passionate "champion" enough?

[#SENexchange](#)



Ed Psych Insight
@EPIinsight

I think having a range of positive & nurturing relationships is essential. How often could we prevent emotional dysregulation if the school secretary, caretaker, playground staff and canteen staff were all interacting with the child in a trauma-informed manner? [#SENexchange](#)

♡ 8 8:12 PM - Jan 15, 2020



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Joe W
@jw_teach



This graphic from @EPInsight gives some clear, simple ways to reframe behaviour through a trauma lens. Takes the focus off of "managing" the child. #SENexchange

"WHAT IF?"

USING A TRAUMA-INFORMED LENS

TO REFRAME BEHAVIOUR

"It's just attention-seeking"

What if the child has been starved of attention in the past? What if the child wants to be remembered?

Try: regular check-ins; explicit communication about separations; transitional objects as a concrete representation of your connection with the child.

"They have no respect for authority"


What if the child has experienced a lack of respect and dignity in past relationships? What if they need to learn to trust you?

Try: making time to talk about their interests; finding moments for shared humour; communicating acceptance and empathy for their feelings.

"Praise and rewards never seem to work"

What if praise is too abstract for a child with a younger developmental age? What if the child feels shame about failing to earn a reward?

Try: non-verbal methods of showing warmth and approval; giving indirect feedback to a group of peers; scheduling time for play and relaxation as part of a preventative approach to emotional regulation.



"This is just manipulation"

What if the child is using behaviours which helped them stay noticed or survive in another environment? What if they learnt to prioritise their own needs?

Try: giving them opportunities to exert control; providing responsibilities which help them feel valued; using reassuring commentaries or visual schedules to make daily routines structured and predictable.

"Every day is constant disruption"


What if the child can't regulate their emotions as well as other children their age? What if they have lacked the sensitive, responsive and attuned interactions needed for taming the amygdala?

Try: a settling morning routine; visual communication about changes and transitions; a daily sensory diet; reducing demands when their stress is elevated.

"They want everything done for them"

What if the child has missed out on the period of healthy dependency on a caregiving adult? What if the bonds of attachment were disrupted by neglect, abuse and separation?

Try: getting alongside to convey safety and give encouragement; breaking down tasks into smaller steps; modelling and visualising organisational skills.

EdPsychInsight 
<https://www.epinsight.com> | Twitter - @EPInsight

11 8:13 PM - Jan 15, 2020




 See Joe W's other Tweets



#SENexchange @SENexchange · Jan 15, 2020



Q3 - Trauma can lead to poor stress regulation. This may lead to challenging behaviour. How can we break the cycle? #SENexchange



#SENexchange

Q3 - TRAUMA CAN LEAD TO POOR STRESS REGULATION. THIS MAY LEAD TO CHALLENGING BEHAVIOUR. HOW CAN WE BREAK THE CYCLE?

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020



Ms Barnsley
@devschsenco

Coregulation, leading to eventual self regulation. Making sure we do the restorative and/or problem solving aspects with children #SENexchange

1 8:13 PM - Jan 15, 2020



 See Ms Barnsley's other Tweets

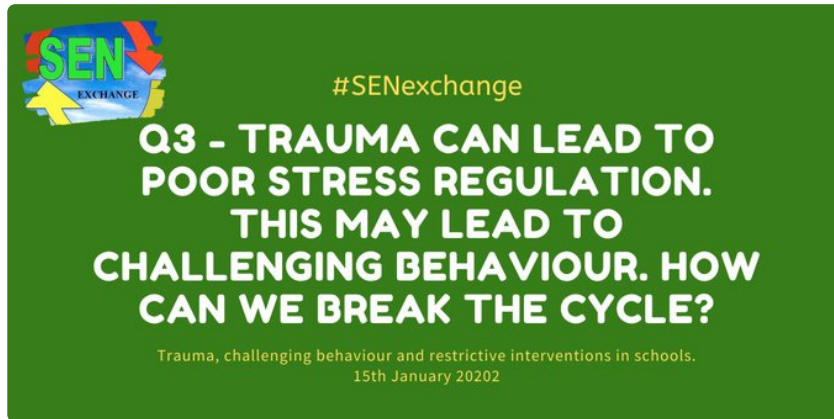




#SENexchange @SENexchange · Jan 15, 2020



Q3 - Trauma can lead to poor stress regulation. This may lead to challenging behaviour. How can we break the cycle? [#SENexchange](#)



MissSTaylor
@MissSTaylor2

We had this with a pupil that I worked with, we had to completely reduce all demand, build relationships with that child by doing activities that they enjoyed, and then slowly introduce them to the classroom setting. It took a long time, but was so, so worth it. [#SENexchange](#)

♡ 4 8:13 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Replying to @SMSAteaching @jw_teach
yes we have a few projects in the pipeline to support this both with yourself hopefully and the [@wecanaccess](#) project [#SENexchange](#)



St Martins & St Andrew's Teaching Schools
@SMSAteaching

👍👍👍 sounds great.....anything we can do to support let us know [#collaboration](#) [#communityofpractice](#) [#SENexchange](#)

♡ 1 8:13 PM - Jan 15, 2020



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Replying to @SENexchange

To make schools safe places for children with compromised stress-response systems, we need to adopt a low arousal approach. We need to establish predictable routines, provide a sensory diet & reduce demands when necessary in order to prevent emotional dysregulation
[#SENexchange](#)



#SENexchange

@SENexchange

routine is very important, and recognising that sometimes we need to acknowledge a child's needed routine may be at odds with our timetable.

[#SENexchange](#)



8:14 PM - Jan 15, 2020



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Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange @EPInsight

Everyone should be trusted adults. Pastoral/emotional support cannot be down to 1-2 people alone- needs to be whole school ethos and approach [#SENexchange](#)



#SENexchange

@SENexchange

That whole culture is essential. [#SENexchange](#)



2 8:14 PM - Jan 15, 2020



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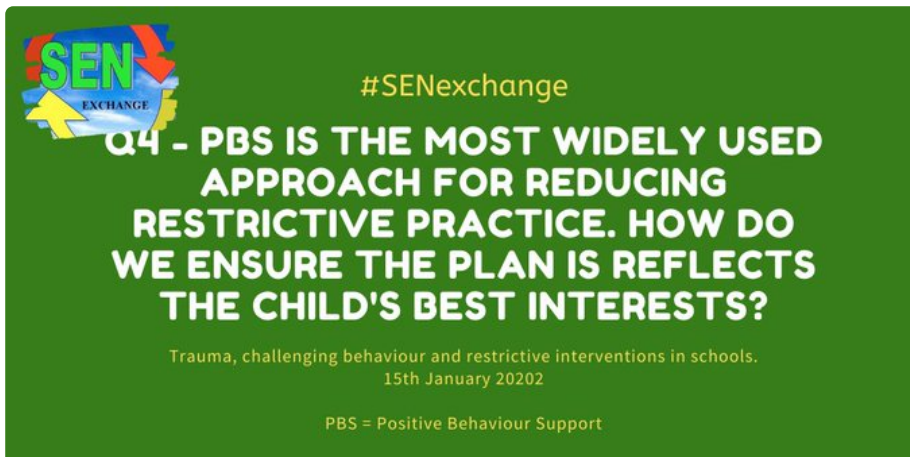




#SENexchange
@SENexchange



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan is reflects the child's best interests? [#SENexchange](#)



♥ 8:15 PM - Jan 15, 2020



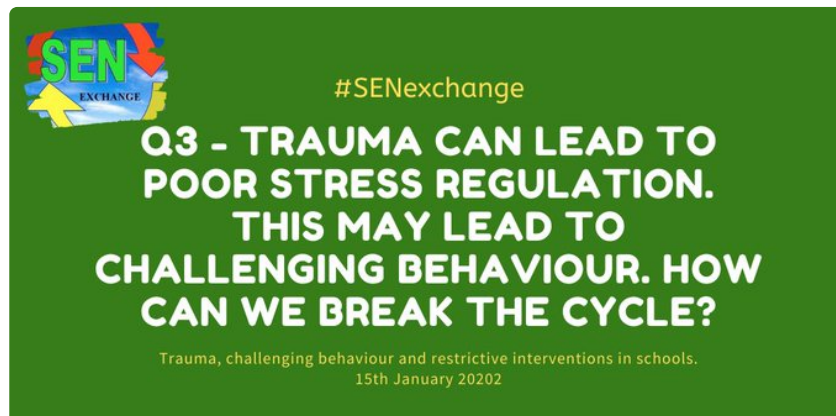
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#SENexchange @SENexchange · Jan 15, 2020



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Susan Griffiths
@SusanGriffiths5

I have been using the interoception curriculum which looks at developing the 'feel good menu' with a child where they explore and identify activities that makes their body feel good. This feel good menu is embedded into the child's day & helps keep stress levels down [#SENexchange](#)

♥ 4 8:15 PM - Jan 15, 2020



[See Susan Griffiths's other Tweets](#)





Joe W
@jw_teach



A4 Positive Behaviour Support must be part of a process and environment fully reflecting the values of supporting the child not purely focusing on behaviour. Behaviour support must not be a way to build restrictions/physical interventions into a "nice" package. #SENexchange

♡ 2 8:16 PM - Jan 15, 2020



 [See Joe W's other Tweets](#)



Ed Psych Insight @EPInsight · Jan 15, 2020



Replying to @SENexchange

I think having a range of positive & nurturing relationships is essential. How often could we prevent emotional dysregulation if the school secretary, caretaker, playground staff and canteen staff were all interacting with the child in a trauma-informed manner? #SENexchange



#SENexchange
@SENexchange

That inclusion of nurturing in your answer is exactly what I think. #SENexchange

♡ 1 8:16 PM - Jan 15, 2020



 [See #SENexchange's other Tweets](#)

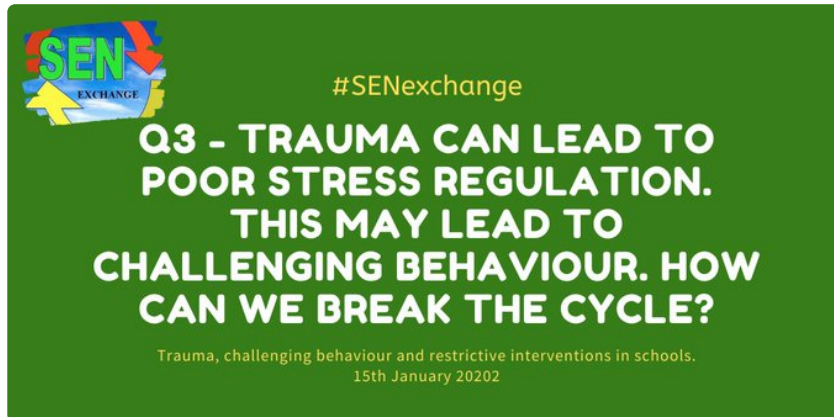




#SENexchange @SENexchange · Jan 15, 2020



Q3 - Trauma can lead to poor stress regulation. This may lead to challenging behaviour. How can we break the cycle? [#SENexchange](#)



Ed Psych Insight

@EPInsight

Stress regulation needs to be preventative. Have a familiar key adult check in frequently with the child. Communicate routines using visual schedules. Break down tasks into small steps with opportunities for choice. Provide movement breaks & proprioceptive input [#SENexchange](#)

♡ 3 8:16 PM - Jan 15, 2020



[See Ed Psych Insight's other Tweets](#)





#SENexchange @SENexchange · Jan 15, 2020



Q2 - Exposure to Systemic trauma (bullying, institutional harm etc) Is higher for children with SEND - How can we ensure schools are safe spaces for children?

[#SENexchange](#)



@scattil

[#senexchange](#) from day induction supports staff to understand that relationships are key to all in school. 'The opposite of anxiety isn't calm - it's trust' Prizant. When the ethos is one of trust, all are empowered to share positive experience.

♡ 8 8:16 PM - Jan 15, 2020 · Stevenage, East



See 's other Tweets



St Martins & St Andrew's Teaching ... · Jan 15, 2020

Replying to @SENexchange and 2 others

👍👍👍 sounds great.....anything we can do to support let us know [#collaboration](#) [#communityofpractice](#) [#SENexchange](#)



#SENexchange
@SENexchange

Oh I will! [#SENexchange](#)

♡ 1 8:17 PM - Jan 15, 2020



See [#SENexchange's](#) other Tweets

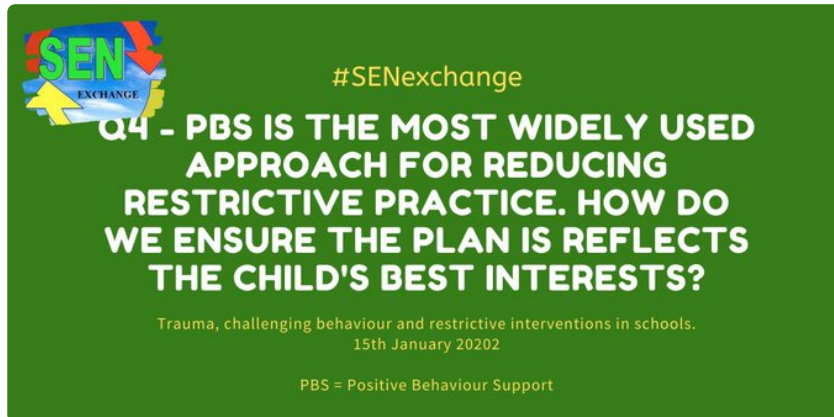




#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



Ms Barnsley
@devschsenco

Plans should outline how the child may present, what their triggers might be and how we can support them at each stage- what works for them. 'Stress response' plans or 'stress support' plans rather than reward and consequence focused approaches (IMO) [#SENexchange](#)

♡ 3 8:17 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)



Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SENexchange

I have been using the interoception curriculum which looks at developing the 'feel good menu' with a child where they explore and identify activities that makes their body feel good. This feel good menu is embedded into the child's day & helps keep stress levels down [#SENexchange](#)



#SENexchange
@SENexchange

I love the sound of this do you have a link?
[#SENexchange](#)

♡ 8:17 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





Ed Psych Insight @EPInsight · Jan 15, 2020



Replying to @SENexchange

I think having a range of positive & nurturing relationships is essential. How often could we prevent emotional dysregulation if the school secretary, caretaker, playground staff and canteen staff were all interacting with the child in a trauma-informed manner? [#SENexchange](#)



St Martins & St Andrew's Teaching Schools

@SMSAteaching

when you enter schools who do this its amazing....positive energy throughout has such a huge impact! [#SENexchange](#)

♡ 1 8:19 PM - Jan 15, 2020



[See St Martins & St Andrew's Teaching Schools's other Tweets](#)



Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange

Plans should outline how the child may present, what their triggers might be and how we can support them at each stage- what works for them. 'Stress response' plans or 'stress support' plans rather than reward and consequence focused approaches (IMO) [#SENexchange](#)



#SENexchange

@SENexchange

I went through distress plan as an option. Settled on Wellbeing plan so we could focus on low level behaviours like withdrawal that indicate low wellbeing [#SENexchange](#)

♡ 2 8:19 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)

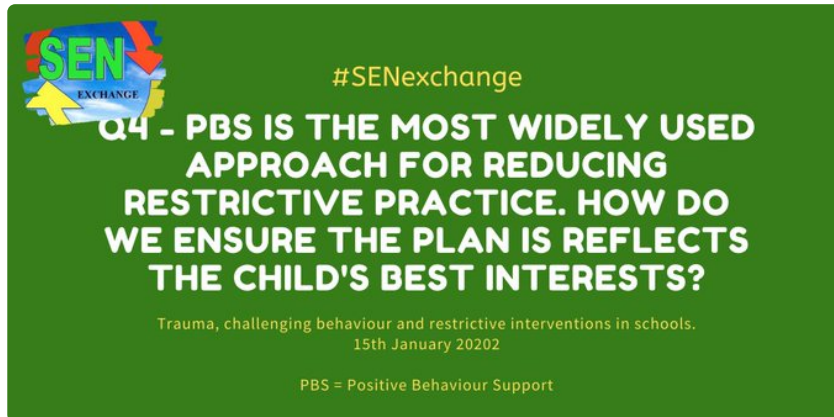




#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



Susan Griffiths
@SusanGriffiths5

By developing the plan with the child! PBS if done well can be great but if not done well i.e. usually not in the child's best interest it can backfire and cause more trauma for the child [#SENexchange](#)

♡ 5 8:19 PM - Jan 15, 2020



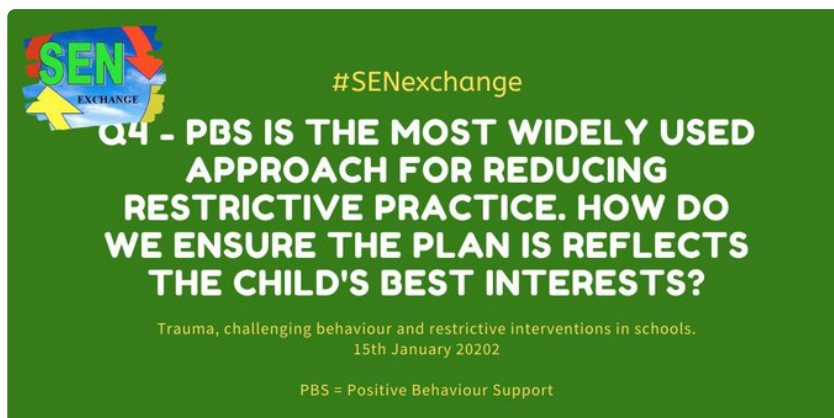
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#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



MissSTaylor
@MissSTaylor2

Tailor the plan to fit the child, for example in some circumstances I'd argue a behaviourist approach isn't appropriate, especially if pupil's cannot comprehend cause/effect. [#SENexchange](#)

♡ 2 8:19 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)

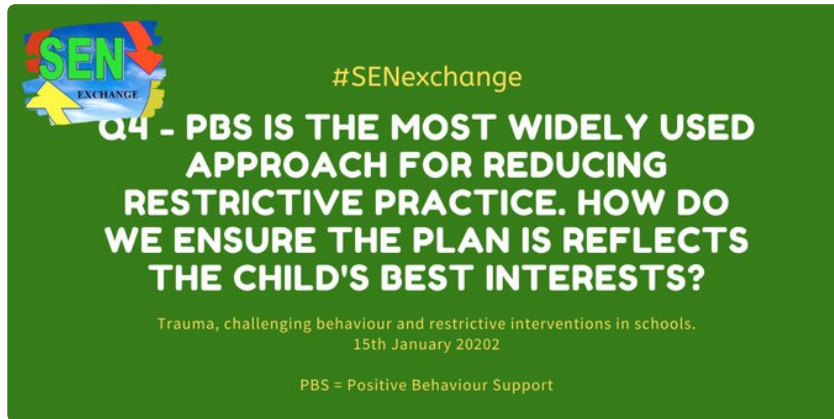




#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



Cherry Garden 🍒 **Branch Maps** 👤
@MapsCherry

Ensure everyone who is important to the child is involved where possible as well as the child themselves if they are developmentally able to contribute. The vast majority of the plan should focus on preventative measures [#SENexchange](#)

♡ 5 8:19 PM - Jan 15, 2020



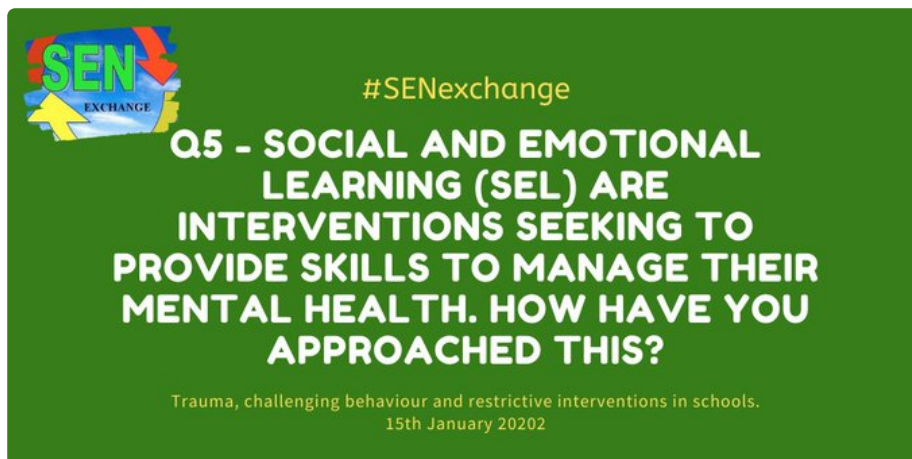
🔗 See Cherry Garden 🍒 Branch Maps 👤 's other Tweets >



#SENexchange
@SENexchange



Q5 - Social and Emotional Learning (SEL) are interventions seeking to provide skills to manage their mental health. How have you approached this? [#SENexchange](#)



♡ 2 8:20 PM - Jan 15, 2020



🔗 See #SENexchange's other Tweets >



Cherry Garden Branch Maps @ · Jan 15, 2020

Replying to @SENexchange

Ensure everyone who is important to the child is involved where possible as well as the child themselves if they are developmentally able to contribute. The vast majority of the plan should focus on preventative measures
[#SENexchange](#)



#SENexchange

@SENexchange

Yes "proactive" get there first with environmental audit and staff skill development as well. [#SENexchange](#)

♡ 2 8:20 PM - Jan 15, 2020



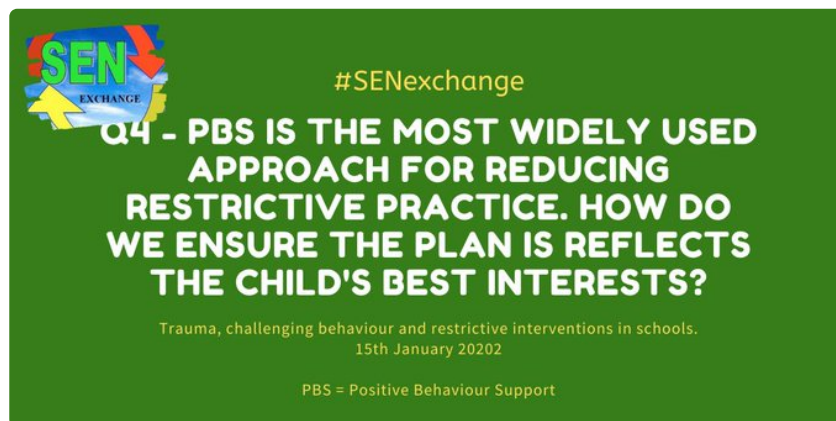
[See #SENexchange's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



Ed Psych Insight

@EPIinsight

Home-school communication is essential in understanding what motivates the child, what they like, what makes them laugh, etc. When the child is engaged and feels safe, this reduces the need to plan for consequences and shifts the focus away from compliance [#SENexchange](#)

♡ 6 8:20 PM - Jan 15, 2020



[See Ed Psych Insight's other Tweets](#)





Joe W
@jw_teach



A4 Behaviour support plans can only reflect the child's best interest if they are written as a team involving the child and focus on skill building rather than stopping behaviours. [#SENexchange](#)

♡ 3 8:21 PM - Jan 15, 2020



[See Joe W's other Tweets](#)



Ed Psych Insight @EPInsight · Jan 15, 2020



Replying to @SENexchange

Home-school communication is essential in understanding what motivates the child, what they like, what makes them laugh, etc. When the child is engaged and feels safe, this reduces the need to plan for consequences and shifts the focus away from compliance [#SENexchange](#)



#SENexchange
@SENexchange

I think we all have a duty to the child to move away from compliance. It makes the child vulnerable to adult control [#SENexchange](#)

♡ 4 8:21 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

Tailor the plan to fit the child, for example in some circumstances I'd argue a behaviourist approach isn't appropriate, especially if pupil's cannot comprehend cause/effect. [#SENexchange](#)



#SENexchange
@SENexchange

We need to push back from "if you don't do this I will take this away" threat based behaviour support [#SENexchange](#)

♡ 1 8:22 PM - Jan 15, 2020



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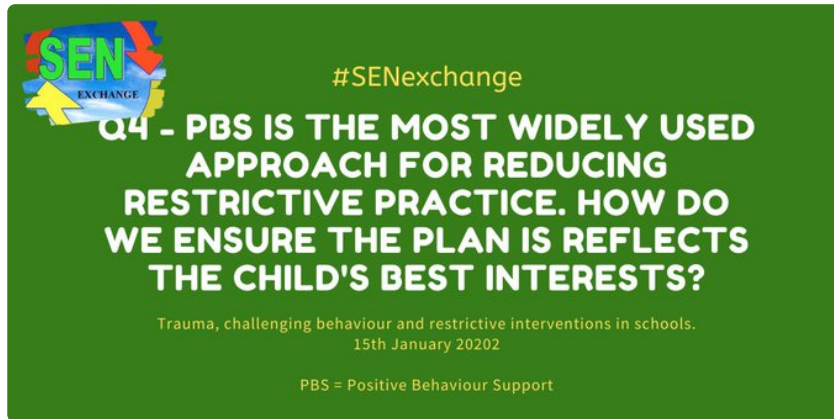




#SENexchange @SENexchange · Jan 15, 2020



Q4 - PBS is the most widely used approach for reducing Restrictive Practice. How do we ensure the plan reflects the child's best interests? [#SENexchange](#)



\$ © A 🌴 † 📌 1
@scatt1

[#senexchange](#) PBS practices and the connotations of the name have become synonymous with Lovaas and the behaviourist approaches. So while we are practicing behaviour support in a positive way, some may misunderstand the approach 1/2

♡ 1 8:23 PM - Jan 15, 2020 · Stevenage, East



See \$ © A 🌴 † 📌 1's other Tweets

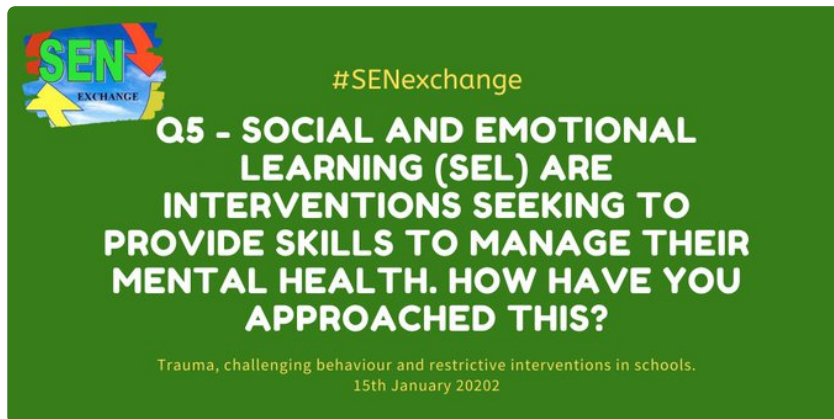




#SENexchange @SENexchange · Jan 15, 2020



Q5 - Social and Emotional Learning (SEL) are interventions seeking to provide skills to manage their mental health. How have you approached this? [#SENexchange](#)



Ms Barnsley
@devschsenco

[@SandwellEdPsych](#) developed a 'Healthy mind, happy me' curriculum that runs from EYFS to Y6 and focuses on various areas of emotional wellbeing and mental health which is really useful [#SENexchange](#)

♡ 5 8:23 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)



Ms Barnsley @devschsenco · Jan 15, 2020



Replying to @SENexchange

[@SandwellEdPsych](#) developed a 'Healthy mind, happy me' curriculum that runs from EYFS to Y6 and focuses on various areas of emotional wellbeing and mental health which is really useful [#SENexchange](#)



#SENexchange
@SENexchange

Im going to be looking this up post-chat! [#SENexchange](#)

♡ 1 8:24 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





#SENexchange @SENexchange · Jan 15, 2020



Q5 - Social and Emotional Learning (SEL) are interventions seeking to provide skills to manage their mental health. How have you approached this? [#SENexchange](#)



[#SENexchange](#)

**Q5 - SOCIAL AND EMOTIONAL
LEARNING (SEL) ARE
INTERVENTIONS SEEKING TO
PROVIDE SKILLS TO MANAGE THEIR
MENTAL HEALTH. HOW HAVE YOU
APPROACHED THIS?**

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 20202



MissSTaylor
@MissSTaylor2

The bulk of my practice is around providing opportunities, by allowing these Children and young adults to (where appropriate) lose a game, talk to someone they dislike, share adult attention with another people, in a safe and controlled setting. [#SENexchange](#)

♡ 5 8:24 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



#SENexchange
@SENexchange



Q6 - How do we promote the wellbeing of children who have experienced Trauma in schools. [#SENexchange](#)



[#SENexchange](#)

**Q6 - HOW DO WE PROMOTE THE
WELLBEING OF CHILDREN WHO
HAVE EXPERIENCED TRAUMA IN
SCHOOLS.**

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 20202

♡ 1 8:25 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)

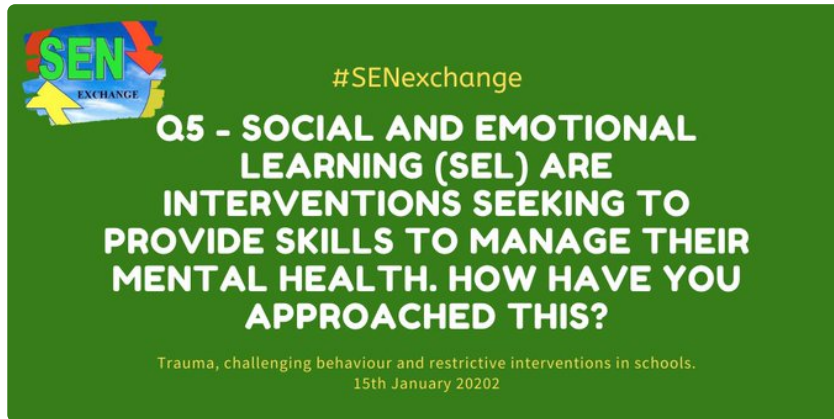




#SENexchange @SENexchange · Jan 15, 2020



Q5 - Social and Emotional Learning (SEL) are interventions seeking to provide skills to manage their mental health. How have you approached this? [#SENexchange](#)



Rachael ✨
@RMG0988

The child needs to be involved in the planning. It's vital to include parents/carers so that strategies can be used from both home and school. By involving all, it builds the trusting relationships needed for successful mental health intervention. [#SENexchange](#)

♡ 3 8:25 PM - Jan 15, 2020



[See Rachael's other Tweets](#)



MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

The bulk of my practice is around providing opportunities, by allowing these Children and young adults to (where appropriate) lose a game, talk to someone they dislike, share adult attention with another people, in a safe and controlled setting. [#SENexchange](#)



#SENexchange
@SENexchange

Great- These are important lessons that need that safe space to learn! [#SENexchange](#)

♡ 1 8:25 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





Joe W
@jw_teach



"Restrictive interventions do not promote the wellbeing of young people who are subject to them"

Centre for mental health [#SENexchange](#)



♡ 19 8:26 PM - Jan 15, 2020



See Joe W's other Tweets



@scatti1 · Jan 15, 2020



Replying to @SENexchange

[#senexchange](#) PBS practices and the connotations of the name have become synonymous with Lovaas and the behaviourist approaches. So while we are practicing behaviour support in a positive way, some may misunderstand the approach 1/2



@scatti1

[#senexchange](#) and so we have been looking for other ways to describe the positive approach. Relational practices, supportive approaches, low arousal, when what we mean is - like people, get them to like you, listen to hear not to respond and interact accordingly!

♡ 2 8:26 PM - Jan 15, 2020 · Stevenage, East



See 's other Tweets





#SENexchange
@SENexchange



[#SENexchange](#) twitter.com/SusanGriffiths5

Susan Griffiths @SusanGriffiths5
Replying to @SENexchange
[kelly-mahler.com/product/the-in...](https://kelly-mahler.com/product/the-in-...)

♡ 8:26 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Replying to @MissSTaylor2

We need to push back from "if you don't do this I will take this away" threat based behaviour support [#SENexchange](#)



MissSTaylor
@MissSTaylor2

Absolutely agree! Especially for children and young adults with attachment issues, the "I'm going away until you stop" attitude can be so damaging. [#SENexchange](#)

♡ 3 8:26 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



Joe W
@jw_teach



A6 - It is unforgivable for schools to cause trauma to children in their care. We need to challenge the practices that lead to this - isolation from peers, restraint, control and lack of advocacy.

Rebuild trust first [#SENexchange](#)

♡ 11 8:27 PM - Jan 15, 2020



[See Joe W's other Tweets](#)





\$ © A 🌴 🇺🇸 🇬🇧 @scatti1 · Jan 15, 2020



Replying to @scatti1 @SENexchange

[#senexchange](#) and so we have been looking for other ways to describe the positive approach. Relational practices, supportive approaches, low arousal, when what we mean is - like people, get them to like you, listen to hear not to respond and interact accordingly!



#SENexchange

@SENexchange

Yes in my training this year I moved away from the PBS approach to a relational approach as I left the training company I used to train for. [#SENexchange](#)

♡ 1 8:27 PM - Jan 15, 2020



See [#SENexchange's other Tweets](#)



MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

Absolutely agree! Especially for children and young adults with attachment issues, the "I'm going away until you stop" attitude can be so damaging. [#SENexchange](#)



#SENexchange

@SENexchange

So true! [#SENexchange](#)

♡ 8:27 PM - Jan 15, 2020



See [#SENexchange's other Tweets](#)





Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SENexchange

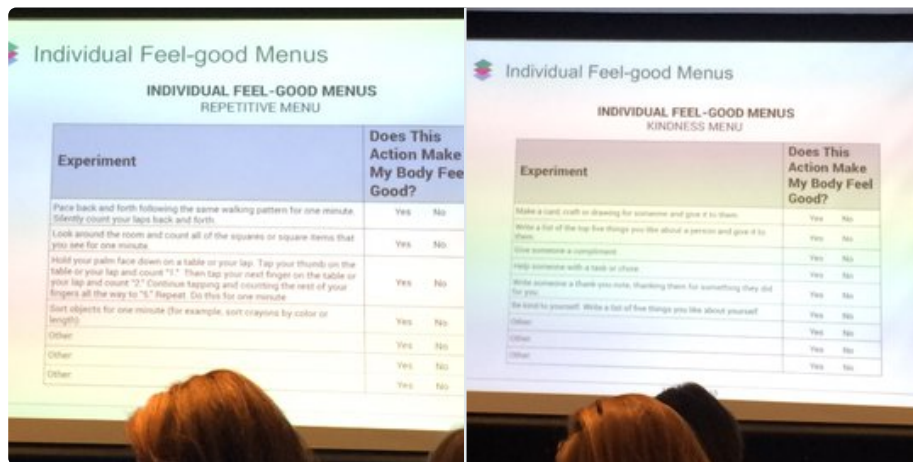
I have been using the interoception curriculum which looks at developing the 'feel good menu' with a child where they explore and identify activities that makes their body feel good. This feel good menu is embedded into the child's day & helps keep stress levels down [#SENexchange](#)



Susan Griffiths

@SusanGriffiths5

These are examples of some of the activities we do with the children. Once we identified a range of feel good activities that makes the child feel good we then build it in to their school day [#SENexchange](#)



♥ 8 8:28 PM - Jan 15, 2020



[See Susan Griffiths's other Tweets](#)





#SENexchange
@SENexchange



I thought about the wording of this and whether to include this question but it important to recognise that schools can cause harm. [#SENexchange](#)
twitter.com/SENexchange/st...

#SENexchange @SENexchange

Q6 - How do we promote the wellbeing of children who have experienced Trauma in schools. [#SENexchange](#)



[#SENexchange](#)

Q6 - HOW DO WE PROMOTE THE WELLBEING OF CHILDREN WHO HAVE EXPERIENCED TRAUMA IN SCHOOLS.

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020

♡ 3 8:28 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)

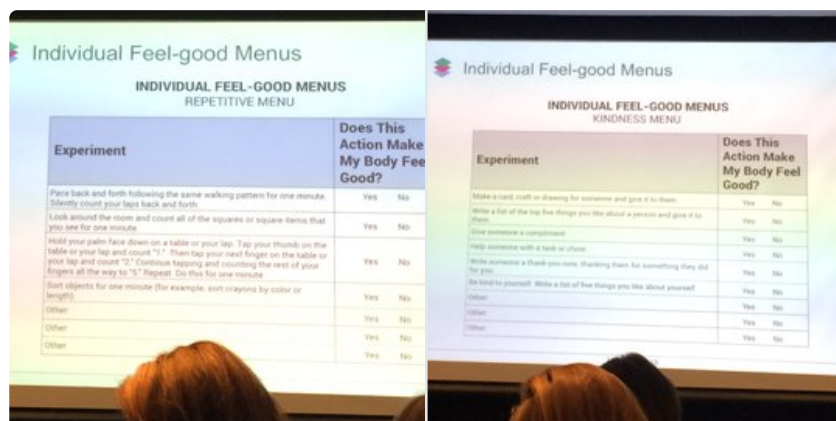


Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SusanGriffiths5 @SENexchange

These are examples of some of the activities we do with the children. Once we identified a range of feel good activities that makes the child feel good we then build it in to their school day [#SENexchange](#)



#SENexchange
@SENexchange

Thank you so much for sharing! [#SENexchange](#)

♡ 8:29 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)





#SENexchange
@SENexchange



Thank you for all your contributions tonight.
[#SENexchange](#)

Our interactions as adults, carers and professionals can impact how successful any child is in education. Only If we are truly passionate for them to succeed do we meet our obligations to them.



[#SENexchange](#)

**HUMAN INTERACTIONS, PASSION
AND A DRIVE TO SUCCEED ARE
REQUIRED TO ENSURE OUR
CHILDREN THRIVE IN EDUCATION**

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020

♡ 18 8:30 PM - Jan 15, 2020



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#SENexchange @SENexchange · Jan 15, 2020



Replying to @MissSTaylor2

We need to push back from "if you don't do this I will take this away" threat based behaviour support [#SENexchange](#)



Cherry Garden 🍒 **Branch Maps** 🧑🏫 🧑🏫
@MapsCherry

I also cringe when I hear this approach from parents or staff working with typically developing toddlers and young children, it is so ineffective!! [#SENexchange](#)

♡ 2 8:30 PM - Jan 15, 2020



[See Cherry Garden 🍒 Branch Maps 🧑🏫 🧑🏫's other Tweets](#)





#SENexchange @SENexchange · Jan 15, 2020



Q6 - How do we promote the wellbeing of children who have experienced Trauma in schools. [#SENexchange](#)



[#SENexchange](#)

Q6 - HOW DO WE PROMOTE THE WELLBEING OF CHILDREN WHO HAVE EXPERIENCED TRAUMA IN SCHOOLS.

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020



MissSTaylor

@MissSTaylor2

We first have to acknowledge the ways in which they have been failed, and carefully consider steps that we would take under similar circumstances, which would allow the child to feel safe. [#SENexchange](#)

♡ 3 8:30 PM - Jan 15, 2020



[See MissSTaylor's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



Q6 - How do we promote the wellbeing of children who have experienced Trauma in schools. [#SENexchange](#)



[#SENexchange](#)

Q6 - HOW DO WE PROMOTE THE WELLBEING OF CHILDREN WHO HAVE EXPERIENCED TRAUMA IN SCHOOLS.

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020



Ed Psych Insight

@EPIinsight

Place the emphasis on connection. Find time to talk about their interests, share a joke, deliver praise and warmth (verbally or non-verbally), give reminders of their past success and empathise when things are hard. When it comes to behaviour, "Connect & Redirect" [#SENexchange](#)

♡ 5 8:30 PM - Jan 15, 2020



[See Ed Psych Insight's other Tweets](#)





Cherry Garden Branch Maps @ · Jan 15, 2020

Replying to @SENexchange @MissSTaylor2

I also cringe when I hear this approach from parents or staff working with typically developing toddlers and young children, it is so ineffective!! [#SENexchange](#)



#SENexchange

@SENexchange

don't get me started! [#SENexchange](#)

♡ 2 8:31 PM - Jan 15, 2020



[See #SENexchange's other Tweets](#)



#SENexchange @SENexchange · Jan 15, 2020



I thought about the wording of this and whether to include this question but it important to recognise that schools can cause harm. [#SENexchange](#) twitter.com/SENexchange/st...

#SENexchange @SENexchange

Q6 - How do we promote the wellbeing of children who have experienced Trauma in schools. [#SENexchange](#)



[#SENexchange](#)

Q6 - HOW DO WE PROMOTE THE WELLBEING OF CHILDREN WHO HAVE EXPERIENCED TRAUMA IN SCHOOLS.

Trauma, challenging behaviour and restrictive interventions in schools.
15th January 2020



Ms Barnsley

@devschsenco

It has to be personalised and it has to be flexible. Forcing children into situations that heighten their anxiety only escalates the situation and causes more trauma [#SENexchange](#)

♡ 2 8:31 PM - Jan 15, 2020



[See Ms Barnsley's other Tweets](#)





MissSTaylor @MissSTaylor2 · Jan 15, 2020



Replying to @SENexchange

Tailor the plan to fit the child, for example in some circumstances I'd argue a behaviourist approach isn't appropriate, especially if pupil's cannot comprehend cause/effect. [#SENexchange](#)



Susan Griffiths

@SusanGriffiths5

I agree. PBS maybe widely used but that does not mean it is the right approach. Personally I am not a fan of it as it places too much emphasis on the behaviour of the child rather than the child [#SENexchange](#)

♡ 3 8:34 PM - Jan 15, 2020



 [See Susan Griffiths's other Tweets](#)



Colette Soan @ColetteSoan · Jan 15, 2020



Replying to @charley0911 and 3 others

Find out more here sandwell.gov.uk/wellbeingchart...



#SENexchange

@SENexchange

Thank you! [#Senexchange](#)

♡ 1 9:15 PM - Jan 15, 2020



 [See #SENexchange's other Tweets](#)





Joe W @jw_teach · Jan 15, 2020



"Restrictive interventions do not promote the wellbeing of young people who are subject to them"

Centre for mental health [#SENexchange](#)



Elly Chapple [#flipthenarrative](#) 
@elly_chapple

They don't indeed. Great to read the report that shows the clear link with trauma and long term effects.

[#SENexchange](#)

♡ 1 10:14 PM - Jan 15, 2020



 See Elly Chapple [#flipthenarrative](#) 's other Tweets



Joe W @jw_teach · Jan 15, 2020



A6 - It is unforgivable for schools to cause trauma to children in their care. We need to challenge the practices that lead to this - isolation from peers, restraint, control and lack of advocacy.

Rebuild trust first [#SENexchange](#)



Elly Chapple [#flipthenarrative](#) 
@elly_chapple

We need to [#flipthenarrative](#) because there is a better [#human](#) way. When a system is creating stress for everyone, everyone suffers. Acknowledging the diversity of our being, will enable a wider view and a human first response. [#SENexchange](#)

♡ 2 10:17 PM - Jan 15, 2020



 See Elly Chapple [#flipthenarrative](#) 's other Tweets

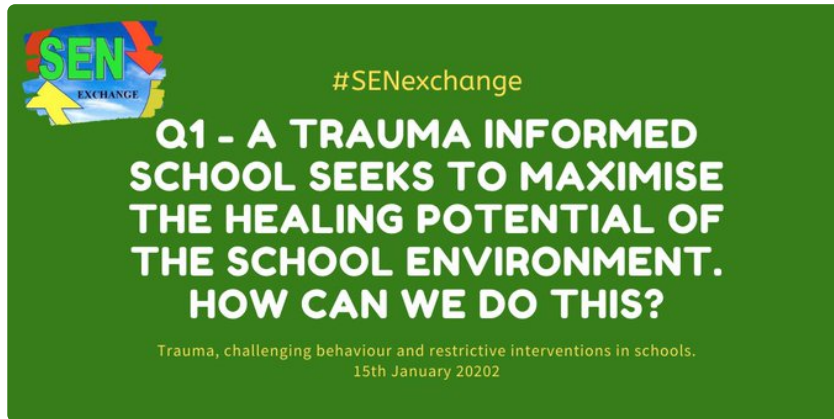




#SENexchange @SENexchange · Jan 15, 2020



Q1 - A Trauma informed school seeks to maximise the healing potential of the school environment. How can we do this? [#SENexchange](#)



Elly Chapple [#flipthenarrative](#) 
@elly_chapple

Begin with being human. Recognise that everyone needs to be able to be within the space, with the relevant support. From strong leadership through a human lens to seeing difference as a strength, needing differing approaches. Trust, empathy and communication are key [#SENExchange](#)

♡ 1 10:21 PM - Jan 15, 2020



 See Elly Chapple [#flipthenarrative](#) 's other Tweets

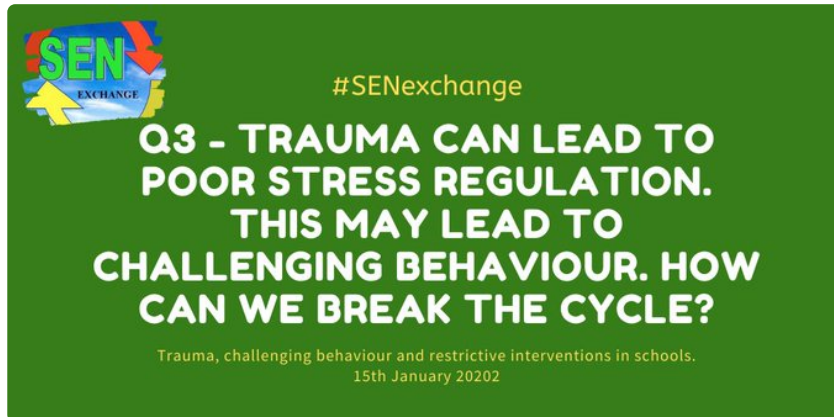




#SENexchange @SENexchange · Jan 15, 2020



Q3 - Trauma can lead to poor stress regulation. This may lead to challenging behaviour. How can we break the cycle? [#SENexchange](#)



Elly Chapple [#flipthenarrative](#) [@elly_chapple](#)

Reframe our view. Whose behaviour is challenging whose? Remain reflective about what we bring to the table. Stay curious. [#flipthenarrative](#) [#SENexchange](#)



♡ 3 10:26 PM - Jan 15, 2020



See Elly Chapple [#flipthenarrative](#) 's other Tweets





Rachael ✨ @RMG0988 · Jan 15, 2020



Replying to @EPInsight @SENexchange

Having an understanding of, and using, PACE is so important!



TheSecondarySENDCo

@SendcoThe

I introduced the PACE model very briefly to staff recently. There may be opportunity for future sessions which I would like to develop focussing on strategies. Any ideas of practical examples that could be shared?

[#SENexchange](#) [#SEND](#)

♡ 1 10:43 PM - Jan 15, 2020



 [See TheSecondarySENDCo's other Tweets](#)



Susan Griffiths @SusanGriffiths5 · Jan 15, 2020



Replying to @SENexchange

By reflecting on our own behaviours and recognising sometimes we may be triggering the child's behaviour

[#SENexchange](#)



Amy Campbell

@The_MrsCampbell

Exactly, or if a student is becoming disregulated, not staying calm and helping coregulate, but allowing yourself to escalate with them. [#SENexchange](#)

♡ 1 5:09 AM - Jan 16, 2020



 [See Amy Campbell's other Tweets](#)

